



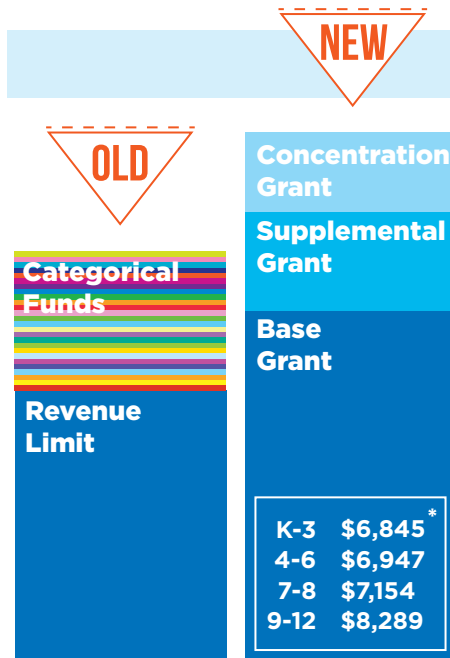
LCFF and Its Impact on Foster Youth

Melissa San Miguel
Policy Manager, FosterEd: California
National Center for Youth Law



Brief Overview of LCFF

Local Control Funding Formula



- A new funding formula that will increase school funding and direct more resources to California's highest-need students
- LCFF acknowledges that foster youth, English Learners, and low-income youth have greater needs and require more resources
- Requires districts develop a Local Control and Accountability Plans (LCAP) that establish annual goals for students, describe actions/ services to achieve those goals, detail how funds will be spent

LCFF and 8 State Priorities - Districts



Student Achievement

- Performance on standardized tests.
- Score on Academic Performance Index.
- Share of students that are college and career ready.
- Share of ELs that become English proficient.
- EL reclassification rate.
- Share of students that pass Advanced Placement exams with 3 or higher.
- Share of students determined prepared for college by the Early Assessment Program.

Student Engagement

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

Other Student Outcomes

- Other indicators of student performance in required areas of study. May include performance on other exams.

School Climate

- Student suspension rates.
- Student expulsion rates.
- Other local measures.

Parental Involvement

- Efforts to seek parent input.
- Promotion of parental participation.

Basic Services

- Rate of teacher misassignment.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

Implementation of Common Core State Standards (CCSS)

- Implementation of CCSS for all students, including EL.

Course Access

- Student access and enrollment in all required areas of study.



LCAPs and Foster Youth

FosterEd Analysis of District LCAPs – Year 1



Preliminary findings based on:

- Analysis of the LCAPs of the 10 school districts that enroll the most foster youth. These districts account for a quarter of California’s foster youth.
- Statewide survey of county office of education foster youth services coordinators.
- Interviews with Superintendent; Assistant Superintendents; Director, Student Support Services; Director, Education Services; Director of Special Education Services; Coordinator of Student Services; Coordinator of Community Resources; and Foster Youth Services Coordinators.

School districts	Foster care
(1) Los Angeles Unified School District	5,043
(2) Fresno Unified School District	923
(3) San Diego Unified School District	867
(4) Elk Grove Unified School District	711
(5) Long Beach Unified School District	617
(6) Sacramento City Unified School District	543
(7) Moreno Valley Unified School District	541
(8) Antelope Valley Union High School District	538
(9) San Bernardino City Unified School District	507
(10) San Francisco Unified School District	503
Total for 10 school districts	10,793
Total for California	43,140

Source. Authors' analysis of linked California Department of Education and C administrative data, 2009/10.

FosterEd Analysis of District LCAPs – Year 1



- High variability in how districts plan to improve the educational outcomes of foster youth
- Relatively few districts plan to provide foster youth unique services or supports
- Relatively few district LCAPs include the interventions and infrastructure elements deemed most critical by the field to help foster youth
- Select districts have well-developed, promising plans for closing the foster youth achievement gap

Statewide Analysis – Year 1



- Ed Trust-West's December 2014 report, "The Local Control Funding Formula's First Year":
 - Variability in district consultation with stakeholders, including foster youth caregivers
 - Most districts do not directly and distinctly address the needs of foster youth in their first-year LCAPs apart from saying they will receive the same services as all students
 - Unclear how supplemental and concentration grants will increase or improve services for foster youth

Statewide Analysis – Year 1



- SRI International and J. Koppich & Associates’ “Foster Youth and the Local Control Funding Formula: Not Yet Making the Grade”
 - 6 districts, 6 county offices of education, 40 LCAPs
 - Year of awareness for districts and county offices of education
 - Few examples of targeted service for foster youth
 - Weak community engagement
 - Need for district-county collaboration and county inter-agency collaboration

Examples of Promising District LCAPs



- **Los Angeles Unified School District (approx. 11,000 foster youth)**
 - \$9.9 million to hire 75 foster youth counselors and foster youth specific school social workers responsible for identifying educational strengths and needs and monitoring educational progress
 - All elementary foster youth will receive a comprehensive academic assessment; all secondary foster youth will have an individualized culmination or graduation plan; increase in tutoring services
 - Local stakeholders, like CEEFY, providing training to new hires.
- **Poway Unified School District (approx. 50 foster youth)**
 - \$44,000 to develop and implement foster youth support protocols
 - Train counselors and administrators in support processes for foster youth
 - Administrator and counselor cultural and PBIS training

Improving District Plans



District stakeholders consistently identified that the following would help them develop and implement improved plans for foster youth:

- Information on the most common educational challenges facing foster youth and how to better collaborate with county agencies
- Information, resources and tools specific to promising interventions
- Additional guidance and support from those familiar with promising interventions and necessary infrastructure
- Examples of promising district plans for improving foster youth outcomes





COEs and Foster Youth

Differing definitions of foster youth



- LCFF definition of youth more expansive. Includes children placed with relatives and in family maintenance.
- FYS definition limited to youth in group homes, foster homes, foster family agencies, court-specified placements and youth in juvenile detention facilities.
- FYS definition only captures about a third of LCFF foster youth. Many youth not receiving supplemental supports. Differing definitions causing confusion in districts.

COEs – Priority # 10



- Refers to countywide collaboration. Language from current FYS statutes.
- COE LCAPs must describe how the COE will coordinate services for foster children, including, but not limited to, all of the following:
 - Working with the county child welfare agency to minimize changes in school placement.
 - Providing education-related information to the county child welfare agency to assist the county child welfare agency in the delivery of services to foster children, including, but not limited to, educational status and progress information that is required to be included in court reports.
 - Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services.
 - Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

District & County Education Agencies



- **Districts are best positioned to support foster youth in school and in the classroom**
 - By establishing district policies and infrastructure necessary to ensure foster youth receive the educational opportunities they need to thrive in school
 - By developing and monitoring education plans and facilitating education teams
 - By providing supplemental education services
- **County offices of education are best positioned to support school districts**
 - By increasing collaboration and information sharing across county agencies, including the child welfare, probation, mental health, and judicial agencies, as well as across districts
 - By providing expertise on designing and implementing effective intervention systems for foster youth
 - By working to provide youth an educational champion and education rights holder supporting their success in school as would an actively involved parent



Foster Youth Data Sharing

State Agencies: Data Sharing



- **CDSS, at least once per week, must share the following with CDE:**
 - Disaggregated information on foster youth sufficient for CDE to identify which student are in foster care.

Disaggregated information on foster youth that would be help ensure foster youth receive appropriate educational supports and services.
- **CDE, at least once per week, shall:**
 - Inform school districts and charter schools of any students enrolled in those school districts or charter schools who are in foster care.
 - Inform COEs of any students enrolled in schools in the county who are in foster care.
 - Provide LEAs disaggregated data helpful to ensuring students in foster care receive appropriate educational supports and services.

State/Local Sharing and Match Rate



- MOUs for data sharing signed between state agencies in 2014.
- November 2014 – LEAs receive through CALPADS IDs of foster youth. Guidance issued by CDE on how to access data. Includes children in out-of-county placements and other information.
- Match rate between CDSS and CDE is between 83%-90% because of variations of names/DOBs. Both are working to increase the rate.



Reporting and Foster Youth

State Agencies: Reporting



- Every even numbered year, the CDE must report on the educational outcomes of students in foster care to the Legislature and Governor.
- This report must include, but is not limited to:
 - Educational outcome data
 - Suspensions and expulsion data
 - Truancy and attendance rates
 - Dropout rates
- Data must be reported at the schoolsite level, district level, and county level, so long as there are 15 students in foster care.
- CDE discussing how to collect and report this additional data.



LCFF Accountability: Evaluation Rubrics

Evaluation Rubrics and Foster Youth



- **Evaluation rubrics:** LCFF requires SBE to develop and adopt evaluation rubrics by October 1, 2015.²
- Holistic, multidimensional assessment of
 - School district and individual school site performance
 - On all 8 state priorities
- Must provide standards on each state priority for district and school site
 - Standard for performance
 - Standard for improvement

Evaluation Rubrics and Foster Youth



- Purpose of rubrics:
 - Assist districts in evaluating their strengths and weaknesses
 - Used by COEs to determine if a school district does not improve outcomes in more than one state priority for at least one subgroup, and thus is required to receive support (COE review, academic expert, CA Collaborative for Educational Excellence)
 - Used by SPI to determine if a district does not improve outcomes in three of four consecutive years for three or more subgroups in more than one state or local priority, and thus is considered to be persistently failing

Evaluation Rubrics and Foster Youth



Foster youth and the evaluation rubrics:

- Disaggregated data for foster youth in all 8 state priorities
- Support for foster youth educational improvement
 - Review outcomes and actions/services for foster youth:
 - How are foster youth doing overall?
 - Are foster youth outcomes improving?
 - Is the foster youth achievement gap closing?
 - How can districts improve foster youth outcomes?
 - Best practices, including promising interventions and infrastructure

Evaluation Rubrics and Foster Youth



Current iteration of the rubrics contains 3 parts:

- Data Analysis

LEA		Subgroup	School							
				Add/Edit Local Metric						
* Meets or Exceeds State and Local Reference Points		** Growth from Prior Year AND Progressive Improvement over 2 or more years		*** Growth from Prior Year OR Progressive Improvement over 2 or more years		+ Limited or No Growth from Prior Year NOR Progressive Improvement over 2 or more years		++ Metric Does Not Apply		
	Metric	State Priority	2011-12	2012-13	2013-14	2014-15 (Est.)	Local Reference Point	State Reference Point	Status	
Basic	Teacher Misassignment	1								
	Access to Instructional Materials	1								
	Adequate Facilities	1								

- Outcome Analysis

Outcome Analysis Summary

Outcomes →	At or Above State and/or Local Reference Point		Below Defined State and/or Local Reference Point	
	LEA	Student Subgroup	LEA	Student Subgroup
Pupil Outcomes				
Conditions for Learning				
Engagement				

- Practice Analysis

Developing	Emerging	Sustaining
<ul style="list-style-type: none"> Data related to state priorities was reviewed with some analysis at the subgroup and school level, but such analysis was not conducted for all subgroups or schools, when developing or updating the plan. 	<ul style="list-style-type: none"> Data related to state priorities was reviewed and discussed, including consideration of subgroup and school level data, when developing or updating the plan. The Evaluation Rubrics Data Analysis component, or equivalent process, 	<ul style="list-style-type: none"> Staff at the LEA and school sites routinely use data, including consideration of subgroup and school level, to inform decisions related to instructional decisions reflected in plans, progress monitor outcomes. Communication occurs with staff to



CCEE and Foster Youth

Technical Assistance



California Collaborative for Educational Excellence (CCEE)³

- 5 person governing board and currently hiring staff, including executive director
- Will provide advice and assistance to LEAs (charter schools, school districts, and county offices of education) in achieving the goals set forth in LCAPs
- Technical assistance not limited to the following:
 - 8 state priorities
 - Improve the quality of teaching
 - Improve the quality of school district and school site leadership
 - Successfully address needs of special student populations, including English Learners, low-income youth, foster youth, and students with exceptional needs

³Ed. Code Section 52074

Recommendations - State



- FYS program needs to be updated and aligned with LCFF statutes
- Evaluation rubrics should include foster youth specific metrics, set rigorous standards for improvement for foster youth, and disaggregate foster youth in reflection questions
- SBE should receive biannual updates on LCFF's impact on foster youth

Recommendations - Local



- LEAs should have increased access to tools and resources specific to:
 - The most common educational challenges facing foster youth
 - Promising infrastructure and interventions for foster youth
- LEAs should have increased access to expert assistance to help them develop and implement improved plans and programs for foster youth
- LCAPs should show how supplemental and concentration funds will be spent on services that principally address the districts' goals for foster youth and that are likely to be effective

Contact Information



Melissa San Miguel

Policy Manager

FosterEd: California,
National Center for Youth Law

Phone: 510-835-8098 ext. 3025

E-mail: msanmiguel@youthlaw.org

